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IDENTIFIERS	Arizona; Education Amendments 1974; Tucson School District No 1

ABSTRACT

The project was designed to accomplish three major goals: to broaden occupational understandings of pupils K-12, to expand employment opportunities of minority youth dropouts or potential dropouts, and to develop long-term cooperation and communication between the school and community employers or agencies. Major project accomplishments fell into four categories: (1) changes in teacher attitudes toward career education, (2) changes in learner behavior, (3) specific products, and (4) activated processes and strategies. At the elementary level, emphases in five target schools were on curriculum infusion and career awareness. In junior high and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling, and placement were accomplished in small groups. The dropout component required an individualized approach, but some job survival counseling occurred in small groups. Generally, the project objectives were attained. One project accomplishment was the training of teachers, administrators, and counselors in using infusion strategies and in assisting youth with career selection and goal-seeking. Also noted was the school personnel's accompany attitude shifts from negative/apathetic to positive. Minority youth, including dropouts, were provided with specialized assistance which had been otherwise unavailable. Bilingual career education materials were developed. (CSS)

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ED162064

FINAL PROJECT PERFORMANCE REPORT

Tucson Career Education Project
Tucson, Arizona School District No. 1

First Funding Year
June, 1976

Submitted by:

John T. Michel, Coordinator

Jean T. Hammerstein, Evaluator

CE 017 604

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I.D. #55

CAREER EDUCATION PROJECT
PROJECT PERFORMANCE REPORTS

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   554AH50265

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   G007502314

3. NATURE OF REPORT:

   Final

4. PROJECT TITLE:

   Tucson Career Education Project

5. PERIOD COVERED BY THIS REPORT:

   7-1-75 through 6-30-76

6. CATEGORY OF PROJECT:

   Populations

7. NAME OF PROJECT DIRECTOR:

   Mr. John Michel, Coordinator

8. NAME AND ADDRESS OF GRANTEE:

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	60	-	160	80	200	500	25	25	350	320	180
MIDDLE/JUNIOR HIGH (7-9)	20	2	50	20	100	192	10	5	167	72	120
SENIOR HIGH (10-12)	15	6	48	12	48	129	3	10	100	60	69
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	95	8	258	112	348	821	38	40	617	452	369
EDUCATIONAL PERSONNEL											
TEACHERS	2	3	17	247	45	314					
COUNSELORS		1		10	7	18					
ADMINISTRATORS	-	-	1	10	5	16					
MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY	1	1	20	8	30	60					
PARENTS	2	1	10	6	50	69					
OTHER (specify)											
TOTAL	100	14	306	393	485	1298					

OE FORM 467, 2/76

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INTRODUCTION

The major thrusts of this project remained constant throughout the year. The goals, objectives and activities as they were written for the original proposal were changed in form rather than substance, to clarify and improve consistency among program components. (See goals and objectives under Evaluation.)

Although some overlapping and repetition are difficult to avoid, an effort will be made in this report to cover only those activities and outcomes which have not been previously reported. Please refer to "Semi-Annual Project Performance Report" submitted by this project in January, 1976, and covering the first six months of the project.

MAJOR ACTIVITIES

Total Program

The project as an entity has succeeded in its efforts to become an integral part of the district's service system. Increasing numbers of referrals, requests for assistance and positive feedback indicate that teachers, administrators, support personnel, parents and the community have come to regard TCEP as action-oriented and productive.

It is important to note that the emphasis with students throughout the project has been on processes of career awareness, personal development, goal setting and decision making. Job training and placement have been part of a youngster's program only as they related to his future career plans and growth.

In all activities of the project, special efforts have been made to cooperate with and respect the integrity of other federally and state-funded projects, such as Title I reading programs, Title VII Bilingual programs, Pima County Developmental Career Guidance, and Community Education. In addition, coordination of in-district services and resources to enhance Career Education has been an important function of the staff.

Activities common to all levels include orientation sessions for school staffs, consulting with teachers on request, and arranging for on-site visits to workers (including preparation activities and follow-up).

Special accomplishments of the total project effort have included:

-- Attitude changes on the part of teachers. Teachers never before involved in Career Education or actually hostile to the concepts when the project

began have become participants and supporters, even functioning as leaders in their schools to extend the concepts into more curriculum areas. Examples of these changes in attitude have been documented by staff members working with the teachers.

-- Attitude changes on the part of students. Although subjective, there is convincing evidence of sharply increased student motivation after Career Education experiences which have made school more meaningful.

-- Bilingual instructional units. Ten bilingual units in various subject areas have been developed (sample unit in the appendix), and have been used in project schools.

-- A Career Education game, "Oficios Mex-Am", in Spanish and English, was developed, field-tested and presented at the state/regional career education conference in March. It has been copyrighted by Tucson District #1, and will be produced as soon as means are available.

Elementary Level

Successful activities:

-- Career Library Day which included library and book-related career speakers, film and other presentations scheduled in each project school for one entire day.*

-- Role-playing activity in which children devised skits illustrating right and wrong ways to perform certain jobs.*

-- Activity to introduce and name beginning sounds, utilizing worker names and brief job descriptions.*

-- Christmas season "department store" unit, including field trip to large department store.*

-- Activities centered around investigation of government jobs.*

-- Activities centered around investigation of school district jobs.*

-- "Land of Reading" unit constructed around careers in travel.*

-- Primary teachers in one school who had been resistant to incorporating Career Education into their teaching became involved and enthusiastic participants.

-- Materials and audio tapes produced as part of Career Education units were used in independent learning centers.

*Copies of these and other units are included in the appendix.

Junior High Level

Successful activities:

-- On-site visits to investigate various career areas, in conjunction with classroom activities to extend and support acquired knowledge. Visits concentrated on 1) banking, 2) construction, 3) military service, 4) law enforcement and 5) transportation.

-- Career Day devoted to multi-media presentations, materials and resource speakers representing eleven career clusters.

-- Journalism Club in one school published a paper and visited a newspaper office as part of a series of career activities related to journalism.

-- Four junior high students on the verge of dropping out completed junior high as a direct result of their contact with the TCEP resource person.

High School Level

Successful activities:

-- Infusion of Career Education concepts into every course offering of the math department in one high school.

-- Several "new" (previously uninitiated) teachers and counselors became actively involved in Career Education as a result of inservice workshops.

-- Senior students placed in job situations during the school year have remained in those same jobs since graduation.

-- The two project high schools report that 98% and 80%, respectively, of identified potential dropouts participating in the program have remained in school.

-- Twenty-five to thirty career-oriented math lesson plans have been developed by teachers. These are geared to remediate skill deficiencies in high school students, and can therefore be used as low as fifth grade.

-- A slide-tape presentation was developed by an adaptive education class to illustrate entry-level skills and increase awareness of jobs in the home economics cluster. Eighteen field trips were included in the process of writing, interviewing, producing and editing this presentation, which is entirely student-made.

-- A Spanish language slide-tape presentation was produced by a Native Speakers class to describe and illustrate eight occupations.

-- Students produced a list of "do's and don'ts" for job interviews.

-- Parents' Night: Parents and the community were invited to learn more about Career Education and how it could benefit their families, and to view the slide-tape presentation.

-- Three staff members made a 45-minute presentation to the regional/state Career Education Association convention in March, particularly focusing on TCEP work with potential and actual dropouts.

Dropout Component

Successful activities:

-- Approximately 10% of dropouts in the program, after individual counseling, either reentered school or continued their education in some training area.

-- A six-week job survival course, including individual counseling, was conducted with youngsters at Juvenile Court Center. Eighty percent (80%) of the youngsters have been placed in jobs.

-- A five-week job survival course in situ, and individual counseling were conducted for twelve juveniles residing at Rancho del Hefe, Oasis Corporation. Forty-two percent (42%) have been placed in jobs to date.

EVALUATION

The evaluation design was outlined in the Semi-Annual Project Performance report, January 1976. Data have been collected both formally and informally, and range from standardized testing to subjective observations by resource people and teachers.

Summaries of outcomes follow, organized according to the goals and objectives by which the project has operated.

1.0. To broaden occupational understandings of all pupils

1.1. Students exposed to at least 10 hours of instructional activity prepared by a career education specialist will demonstrate levels of career awareness appropriate to their ages and grade levels.

A commercial test, "Career Knowledge", was administered to measure the extent of career awareness attained by participating students. Only class groups whose teachers were involved enough in career education to have provided at least 10 hours of instructional career education activity were tested in May.

The "Career Knowledge" is a non-verbal group test. Originally the "Orientation of Career Concepts", intended by the same publisher[1] for

[1]Evaluative Research Associates, Inc., St. Louis, Missouri

administration to intermediate children, was also to be used. However, the elementary resource person considered the reading level of the OCC to be a severely limiting factor in its use, and the decision was made to substitute the CK in all elementary grades. The validity of this decision was supported by the publisher's test manual, which recommends use of the CK with children having reading problems.

This test was not designed to assess all dimensions of a child's career awareness desired for purposes of this project. It was, however, the one most suited to the particular set of circumstances, and was used in full knowledge that some cognitive data were being sacrificed. This was judged preferable to over-testing participating students.

The test consists of three scales which deal with similarities among occupations, differences between occupations, and tools used by various workers. Although only the total score is considered a valid measure, each sub-part is entered in Table 1.1. for the purpose of pointing out variances between the scores (e.g., Tully School, grade 2).

By consulting the table it can be seen that total scores yielded a mean of 77.9% correct responses. For the population tested, this is considered to be satisfactory evidence of understanding of the concepts represented.

The Career Education Matrix from the Arizona State Department of Education was examined and compared with activity records, unit and lesson plans, and classroom resource speakers. Although there are no criteria in the Matrix against which to measure, it seems certain that opportunities for acquisition of the appropriate Career Education concepts met or exceeded reasonable levels.

One activity listed under this objective deserves particular attention. Teacher workshops were conducted at all levels, and teacher responses on evaluation sheets indicated that they were satisfied with the presentations of activities and materials. Most successful, however, were sessions in which teacher participants actually produced career education-oriented materials for use in their classrooms. They expressed gratification at the insights gained, and were pleased with the useful lesson plans and materials they created and shared. (Samples in appendix)

1.2. Students in junior high and high school who are provided with at least 10 hours of career education activity or counseling with a CE specialist will have career aspirations more compatible with their aptitudes and interests than before career education exposure.

Survey instruments were given to participating junior high students if they were involved in individual or group counseling, or if their teachers provided at least 10 hours of classroom activity planned

TABLE 1.1.

Career Knowledge Test -- Elementary Level
Percentages of Correct Responses

School-Grade	Similarities	Differences	Tools	Total
Tully - 2	74.7%	61.3%	96.0%	77.3%
Tully - 3	70.6%	61.1%	88.3%	73.0%
Davis - 5	72.5%	63.8%	88.8%	75.0%
Davis - 6	84.4%	73.0%	90.0%	82.5%
Hollinger - 3	71.0%	72.9%	85.2%	76.4%
Hollinger - 4	71.6%	71.6%	95.5%	79.7%
Cavett - 3	77.3%	67.7%	89.3%	78.1%
TOTAL				77.9%

around career education concepts. The instrument chosen was the Self-Directed Search, Form E, Published by Consulting Psychologists Press, Palo Alto, California. This form was used because of its lower reading level. The SDS is intended to focus the student's own assessment of things he likes to do, his competencies and abilities, and jobs in which he's interested. These are coded and categorized into occupational groups, from which the student selects jobs he would like to pursue.

Pre and post testing was conducted in an effort to determine whether students' aspirations would change as a result of their involvement in career education activities. Two basic assumptions were made:

1. Students' aspirations would become increasingly realistic as they acquired information about job descriptions, necessary training and education, and availability.

2. Changes in their career selections could be attributed largely to their career education involvement.

Examination of Table 1.2. shows that 59.9% of the junior high students surveyed pre and post changed their career choices, while 40.1% maintained their original choices.

Opportunities for junior high students included all projected activities, but curriculum infusion efforts at this level were received with less enthusiasm by teachers than at elementary and high school levels. Most of the student involvement occurred in small groups for job survival training, goal-setting and decision-making, and on-site visits to workers.

2.0. To expand employment opportunities of minority youth who have dropped out or who may drop out of school.

2.1. CE staff members will identify dropouts.

2.2. Career Education staff members will identify potential dropouts.

Staff members solicited referrals by meeting with faculty and administration in their schools to explain the project, by posting explanatory sheets offering service, and by meeting with students. Referrals came from these sources as well as from family members and students themselves.

Referrals and requests for assistance were consistently high in numbers. Screening and eligibility requirements became increasingly important, therefore, to avoid having the project seen as an "employment agency". Students were accepted into the program by project eligibility criteria, and contingent on their sharing responsibility for their own programs.

TABLE 1.2.

Summary of SDS Administration for Junior High and Dropouts

	%UNDECIDED CAREER (Pre Survey)	%UNDECIDED CAREER (Post Survey)	%CHANGED CAREER DIRECTION (Post)	%CAREER DIRECTION REMAINED THE SAME (Pre & Post)	
Junior High	7.8	.01	59.9	40.1	Junior High
Drop Outs	0	0	42.5	57.5	Drop Outs
Juvenile Court Wards	50	30	75*	10*	Juvenile Court
Oasis Personnel	2	0	40	60	Oasis Personnel

*Some who were in the decided area became undecided during the post survey.

2.3. The Career Education Project will provide funds and resources to initiate training of minority youth for careers of their choice.

Delineation of funds available for training may be found in the budget summary included in the appendix.

Staff resource people in each school spent a great deal of time seeking training opportunities for youngsters. One difficulty was related to the depressed business climate, which often made it seem burdensome to employer-trainers to assume responsibility for providing adequate experiences to youth. However, the projected numbers of youngsters (at least 35) were successfully placed in training situations which would provide them with entry-level skills in the career of their choice, or a closely-related job.

An interest-aptitude survey, the SDS, was administered to each student on entry into the program. The student's choices were then acted upon as closely as possible in setting up training situations.

Careful monitoring of each student's training experience was accomplished by on-site visits, contracts between students and trainers, and performance evaluations completed by the trainers.

Whenever possible, students were seen on a regular basis, individually or in small groups, to discuss their progress and problems.

2.4. Career Education Project staff people will place minority youth in employment when it contributes to attainment of the students' expressed career goals.

Job placements were accomplished according to plan, although governed by the same constraints as on-the-job training. Also, many students or dropouts referred were too young to be hired, particularly because of problems with insurance coverage.

Every attempt was made to place youth in jobs of their choice. In cases where that was not possible, one of two alternatives was selected:

1. The student or dropout was placed in a closely-related job, or
2. The student or dropout was placed in a lower-level job which could provide training for the desired career (e.g., hospital aide as training leading to nursing).

As stated before, the project avoided becoming an "employment agency". For this reason, and because job placements were required to contribute to attainment of the student's expressed career goals, positions remained quite stable over the year. All of those who were placed in jobs were required to participate in job survival classes, and were supervised and monitored as outlined in the preceding section.

2.5. Career Education Project staff people will encourage minority youth to participate in their own career development, and to accept responsibility for continuing it.

Development of student responsibility was considered a crucial part of the program. Some youngsters needed a great deal of support to begin to accept responsibility for themselves, and this support was provided by staff members on an individual basis. Small-group training in goal-setting, values clarification, and job survival were part of this effort. Often, such considerations as living arrangements, money management, family responsibilities and transportation also required the assistance of staff people, if these elements were important to the youngster's success.

Help with arrangements for furthering their training or education was provided whenever possible.

3.0. To develop long-term cooperation and communication between the school and community employers or agencies

3.1. Staff people will design a format for identifying when cooperation and communication have taken place.

An extensive network of community contacts greatly contributed to the project's success in obtaining training and job placement slots for youth.

Many students and dropouts were placed in small businesses, professional offices and retail outlets. The employers and trainers receiving these young people reported them to be highly motivated, willing to work, and able to get along with other workers. Generally, it could be said that the climate of cooperation and communication was most encouraging.

The Advisory Board which was convened once in the fall was not maintained. It was judged by the project coordinator that the essence of this objective was better served, in the target communities, by informal contacts and relationships rather than formal structure.

PROBLEMS

-- In one high school, the philosophy of the counseling and guidance program came into conflict with the concept of career education resource people as helping professionals. It was felt by counseling staff, with administrative support, that counselors or advisors should meet the needs of the students assigned to them. Therefore, the CE staff person was seen as something of a disruptive force in the student-advisor relationship. The CE resource person began to work more closely with teachers, receiving the majority of refferals from that source.

-- Many of the students or dropouts referred to staff personnel were too young to be employed.

-- Staff members stated that they would have functioned more effectively with some preservice training and inservice time for sharing, consultants, and re-grouping throughout the year.

-- In one elementary school, the faculty never was able to become involved. They continued to view the resource person as a substitute, leaving the room during career education activities, and were unwilling to plan with the resource person for integration of activities into the regular school day.

-- Employers were unwilling to accept dropouts in on-the-job training situations without remuneration. Amounts budgeted were inadequate to cover all contingencies.

-- The wide geographic distribution of job sites and training sites made monitoring and supervision by the small CE staff very difficult and time-consuming.

DISSEMINATION

Much of the publicity and orientation activity took place at the beginning of the school year, and was therefore recorded in the Semi-Annual Report. In addition:

-- Ten bilingual units in various content areas were developed and made available to teachers.

-- Four workshops of either a half day or full day were held for school faculties.

-- Lesson plans and unit plans in a wide variety of content areas were shared among schools and teachers.

-- Three groups of visitors from other Career Education programs visited, were toured and given demonstrations of project-developed materials and strategies.

-- Project coordinator made a presentation to Career Education Project Directors in Washington describing one method of infusing career education concepts into the curriculum.

-- Project coordinator spoke to two civic luncheon groups and, with the dropout resource person, to Juvenile Court Foundation.

-- Packets containing career education information and sample materials were distributed to all workshop participants.

-- Three TCEP staff members conducted a session in dropout strategies at the state/regional Career Education Convention in March.

-- Slide-tape presentations in two high schools were developed by students and left there for use in classes.

-- A thirty-minute television interview with three staff members and a dropout participant was aired locally.

-- The "speakers file" was maintained and made available to all those interested.

SPECIAL ACTIVITIES

Several staff members worked closely with Adaptive Education teachers, producing career education materials geared to learners with special problems. They also planned situations in which these students could produce their own materials and utilize the processes themselves as learning vehicles. Examples are the math lesson plans and the home economics slide-tape presentation mentioned previously.

The elementary resource person worked with a teacher of the deaf and blind to provide and adapt career education materials for her students.

Emphasis was placed on the elimination of sex and ethnic stereotyping by careful choice of models, speakers and illustrative materials. Cultural awareness from the minority point of view was stressed.

On several occasions, staff members worked with or acted as consultants to University of Arizona classes, which was considered the beginning of an effort to effect teacher-training curriculum change at the university level. In an effort to assist a university staff person working in that capacity, TCEP personnel shared structures, a model and techniques developed in the project.

ABSTRACT

1. Project No.: 554AH5-265	2. Grant No.: G007502314	3. Nature of Report: ____ Semi-annual X Final
4. Project Title: Tucson Career Education Project		5. Period Covered By This Report: From: 1-1-76 To: 6-30-76
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): Minority Settings		
7. Project Director: John T. Michel	8. Grantee/Assistance Contractor Institution/ Address/Phone: Tucson Public Schools District One P.O. Box 4040 Tucson, AZ 85717 Phone: 791-5211	

This report attempts to list major accomplishments of the project, which generally fall into four categories:

1. Changes in teacher attitudes toward career education;
2. Changes in learner (student) behavior;
3. Specific products;
4. Processes and strategies set in motion by the project.

At the elementary level, the emphases in the five target schools were on curriculum infusion and career awareness.

In junior high school and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling and placement were accomplished with small groups or individual students. The dropout component required virtually individualized programs for each student, although some job survival and counseling occurred in small groups. The focus with dropouts was on their immediate needs, such as skills training, job survival and actual placement.

Generally, the objectives of the project were attained. Probably the most significant accomplishment of the project was the training of teachers, administrators and counselors, in using infusion strategies and in assisting youth with career selection and goal-seeking. Equally as important as the training of these school personnel was the accompanying attitude shifts, from negative or apathetic to positive.

Minority youth served by this project, including those who had already dropped out of school, were provided with specialized assistance by this project which had not been available to them from other sources.

Finally, bilingual career education materials developed by the project have shown promise of being especially helpful to teachers and students alike. These materials are available from the project coordinator on request, but are not included in this report.

APPENDIX A

CAREER EDUCATION
SUPERVISORS EVALUATION

STUDENTS NAME _____ EMPLOYER _____

DATE _____

Instructions: Circle the number that best describes the students performance on the job. Use the following scale:

1 - Excellent in every respect
2 - Above average
3 - Average
4 - Below average
5 - Little or poor performance

1. To what extent does the student appear to be interested in his/her job? 1 2 3 4 5
2. How would you rate the students job attendance record? 1 2 3 4 5
3. How well does the student get along with his fellow workers? 1 2 3 4 5
4. Does the student observe safety rules and regulations? 1 2 3 4 5
5. How does the student respond to constructive criticism? 1 2 3 4 5
6. How well does the student follow directions? 1 2 3 4 5
7. To what extent can the student perform assigned tasks without supervision? 1 2 3 4 5
8. Does the student make an effort to keep his work area neat? 1 2 3 4 5
9. Does the student accept responsibility for completion of assigned tasks? 1 2 3 4 5
10. How often does the student ask for additional work when a task is completed? 1 2 3 4 5
11. How would you rate the students skills against the entry level tasks within the assigned area? 1 2 3 4 5
12. Does the student appear to take pride in the satisfactory completion of assigned tasks? 1 2 3 4 5
13. Does the student relate his assigned work to the over-all mission of his work unit? (office, section, or department) 1 2 3 4 5
14. To what extent does the student exercise care of the tools, materials, or equipment used on the job? 1 2 3 4 5

15. How do you regard this students future employment potential? (Circle one number only)

a. I would actively seek to recruit this student for a job in my area of responsibility. 1

b. I would place his employment application among the top three of those from other student trainees that I have worked with. 2

c. Student would be acceptable after additional job training. 3

d. I would be taking a chance in hiring this student. 4

e. I would not accept this student under any circumstance. 5

Comments and Recommendations _____

_____

_____

_____

_____

Employer or Supervisors signature _____

Career Education Career Counselors _____

APPENDIX B

CAREER EDUCATION PROGRAM

Home Visit Report

1. Persons making visit _____

2. Prior Arrangements:

   Person contacted in home _____ Date _____ Time _____

3. Name of Student _____ Age _____

4. Name of Parents or Guardians _____

5. Address of Home Visited _____

6. Date of Visit _____ Time _____ Length _____

7. Describe the attitude of parent(s) _____

   _____

8. Describe the attitude(s) of parent(s) toward student _____

   _____

   _____

9. Describe parent(s) attitude toward student's participation in the Career Education Program _____

   _____

10. Does parent(s) appear concerned over any particular problem(s) regarding the student? If so, what? _____

    _____

    _____

11. Other Observations _____

    _____

    _____

    _____

    _____

_____
Signature

APPENDIX C

Teacher's Name_____

Subject_____

Period_____

TEACHER QUESTIONAIRE

Please rate_____ for the period of _____,
(Name)

in terms of the following behaviors:

BEHAVIOR	AVERAGE FREQUENCY: 4 or more per week	2-3 per week	Once a week	Less than once a week
1. Unexcused absence from class				
2. Tardiness				
3. Talking out or shouting in class				
4. Fighting in class				
5. Completing assignments				
6. Participating in class discussions				

7. Academic grade in your class _____

If no grade has been earned, please circle your assessment of student's performance to this point:

EXCELLENT GOOD AVERAGE POOR FAILING

Can you make any special suggestions about how we can be helpful to this student in his classwork? _____

_____

_____

Please return to _____ By _____

APPENDIX D

CAREER EDUCATION PROGRAM

INITIAL INTERVIEW INFORMATION

1. Name _____ Date of Interview _____

2. Address _____ Zip _____ Phone _____

3. Age _____ Date of Birth _____ Place of Birth _____

4. School Year _____ Counselor _____ School _____

5. Matric Number _____ Social Security Number _____

6. Area(s) of Career or Occupational Interest: _____

_____

7. Work Experience: _____

_____

8. Health _____

9. Academic Background: _____

_____

10: Family (Home Situation):

a. Father: _____

b. Mother: _____

c. Brothers and Sisters: _____

11. Other Information: _____

_____

_____

12. Class Schedule:

01 _____

02 _____

03 _____

04 _____

05 _____

06 _____

13. Comments or Recommendations:

_____

_____

_____

_____

_____

_____

TUCSON CAREER EDUCATION PROJECT
TUCSON PUBLIC SCHOOLS

Workshop Evaluation

DATE _____ NAME _____

POSITION/GRADE LEVEL _____ SCHOOL _____

Your honest opinion will help us to determine whether this workshop has met your needs and our objectives.

PLEASE circle the number which best expresses your reaction to each of the items following. Your comments will also be welcomed.

1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The work of the consultants was:	Excellent 7	6	5	4	3	2	Poor 1
3.	The ideas and activities presented were:	Very Interesting 7	6	5	4	3	2	Dull 1
4.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
5.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
6.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1

7. Do you feel a need for additional information about the topic? 1. Yes 2. No

8. The stronger features of the workshop were: _____

_____

_____

9. The weaker features were: _____

_____

_____

10. General comments/suggestions: _____

_____

_____

BILINGUAL CAREER EDUCATION

Oficios Mex-Am is a Career Education game in Spanish developed for use with Junior High School and High School students. Luchi Alvarez, staff member of the Career Education Project, designed the game for the purpose of exposing students to information about workers of Mexican descent who work in a variety of occupations particularly in Tucson, Arizona. Some nationally know figures are also included. The game also encourages students to examine their values and decision making skills. The Worker cards are color coded by occupational cluster. The card contains 1) a picture of the worker, 2) a brief biographical sketch 3) job description and 4) additional sources of biographical and Career information. The Working cards are also color coded by cluster, however, they contain problem-solving or value based working situations which encourage practice of decision-making skills.

For additional information contact Career Education Project, John Michel, Coordinator, Tucson Public Schools, P.O. Box 4040, Tucson, AZ 85717.

APPENDIX G

TELE-OFICIOS
Intermediate - Junior High School

GOAL: Students will be exposed to a variety of careers by working on a TV program.

OBJECTIVE: Students will write in Spanish and English different scripts for their TV Program Tele-Oficios.

ACTIVITIES: Students will:

1. Write one or more paragraphs about an occupation of their choice in English or Spanish. The student could mention skills, and equipment needed, advantages and disadvantages of the job, personal interest desirable, etc.

   Example: Yo soy, locutor. Me gusta oir y tocar música. Yo conozco a los cantantes más populares. También es importante leer el periódico. La gente oye el radio para saber que pasa.

   Me gusta mi trabajo porque puedo trabajar a toda hora del día o de la noche. A mi me gusta mas trabajar en la noche porque no me gusta levantarme temprano.

   Uso varios cosas en mi trabajo, por exjemplo: tocadiscos, discos, cintas, microfono.

2. Illustrate with different panels the various aspects of the occupation.

3. Use different formats in presenting careers. Students could:
   a) present a bilingual role playing situation.
   b) recruit for employees by presenting a commercial on TV.

SAMPLE
APPENDIX H

CAREER EDUCATION PROJECT
TUCSON PUBLIC SCHOOLS

Reimbursement to Employers

This agreement, entered into this 11 day of May, 1976, by and between the Career Education Project of the Tucson Public Schools, District One and Flores, Halpin, Gomez, Flores, DDS, 5717 E. 5th St. to provide on-the-job training for students in this project. This reimbursement is paid to the employer for additional costs for the extended period of time necessary to assist students in gaining minimum skills and competencies needed for gainful employment.

The employer must pay the employed student the minimum wage and the employer will be reimbursed for his added expenses at the end of the first 25 working days.

The reimbursement will be for 25 working days, 6 hours daily May 5, 1976 through June 8, 1976 and will not exceed the following amount: $690.00

A training plan will be worked out cooperatively by the representative of the School District, the employer and the student.

Evaluation by employer of the student's progress will be made at the end of the first 15 working days to determine if the student should continue or be terminated.

Discrimination prohibited - Title VI of the Civil Rights Act of 1964 states, "no person in the United States shall, on the grounds of race, color, creed, sex or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal assistance."

The right is reserved by either party to have included in the program of training and/or education any additional features which it may deem necessary for the success of the program. Both parties hereby agree to give reasonable consideration to any such request.

Liability insurance shall be provided by the employer and it agrees to indemnify and save harmless the public high schools participating in the program from any claim or loss by reason of this agreement.

At the completion of the training (25 days) the employer agrees to retain the employee, at least to the end of the school year. If it becomes necessary to consider the termination of an employee, the counselor should be notified with reasons for the termination before action is taken.

This agreement may be terminated by mutual written consent.

Name of Firm

Tucson Public Schools

Signature of Official

Signature of Project Director
John T. Michel

May 5, 1976
Date

Authorized District Official
H.V. Summers, Business Manager

SAMPLE

APPENDIX I

May 7th, 1976

TO: Mr. Glendal D. Lander
Tucson Public Schools Advisor

Per our agreement of January 27th, 1976, this is an evaluation of the trainee

is not what I would call a mature person, and that is in relation to the personnel that are presently working in this office and those that have worked here in the pass. I feel that her age will be a minus factor in here placement and also her inability to cope with the every day problems that may occur that would normally call for her to make a quick judgement. Not that she cannot make judgements, it is that she cannot make them in this type of situation. i.,e., filling compound would get hard on her while she tryed to make a decision.

Her work was good and she had very good working habits. It was also evident that she had had some training in the area of work habits and employee relationship. She had some trouble in the area of time relationship at the very beginning but over came that with your help.

was always neat and she had very good hygiene habit that is so very necessary in this type of work. Her work habits were good, but slow. Her work area was very neat and clean at all times.

success in the field of Dental Assistants is rated as fair in a grading field of poor, fair or good. She will get better as she gets older and more mature.

I will not be keeping on at this time, but I would like for her to keep in touch for later consideration for employment. I have suggested to her that she return to school for further training and give herself the time to grow up.

EDWARD F. SPARKS, DDS

APPENDIX J

DEPARTMENT STORE

PRIMARY GRADES

GOAL: to show students how a department store operates by setting up departments within the department stores.

OBJECTIVE: TO EXPOSE STUDENTS TO A VARIETY OF OCCUPATIONS WITHIN A DEPARTMENT STORE.
TO INCREASE STUDENTS" AWARENESS OF THE VALUE OF MONEY

ACTIVITIES: STUDENTS WILL:

1. be given a shopping list and money with which to purchase those items they wish to purchase.
2. role play different job roles. Manager, salesperson, stock person, buyer, chasier, customer.
3. learn the value of money, its buying power and how to make change.
4. return any item they wish to return to the "Return Department". They can exchange the item or receive the money refund.
5. make up prices for the items on sale. Label the merchandise as well as the the departments to which the merchandise belongs.

EQUIPMENT: shoes, clothing,play money, cash register, toys, appliances, ect.

FOLLOW-UP: Tour a department store and meet some of the different employees that work there.

Lillian Socci
January 1976
H.E.W. CAREER EDUCATION

APPENDIX K

READING AND CAREER EDUCATION

PRIMARY (K, 1)

GOAL: TO INTRODUCE BEGINNING SOUNDS AND THE LETTER NAMES FOR THOSE SOUNDS WHILE INCORPORATING CAREER EDUCATION.

OBJECTIVE: TO EXPOSE STUDENTS TO CAREERS BY INTEGRATING CAREER EDUCATION AND READING (LEARNING BEGINNING SOUNDS AND NAMES OF LETTERS). *SEE ATTACHED SHEETS

ACTIVITIES: TEACHER WILL:

1. introduce a letter of the alphabet by giving the name of the letter and its sound.

2. tell students the name of the worker on their sheet and give a brief job description.

ACTIVITIES: STUDENTS WILL:

1. state back to the teacher the name and sound of letter before being allowed to color in the picture of the worker.

2. write the capital and lower case letter on their paper.

3. name the worker using the letter just learned.

LILLIAN SOCCI
JANUARY 1976
H.E.W. CAREER EDUCATION

APPENDIX L

CAREERS

INTERMEDIATE GRADES

GOAL: TO ROLE-PLAY CAREERS EXHIBITING THE "WRONG" AND "RIGHT" WAYS OF PERFORMING A JOB.

OBJECTIVE: TO EXPOSE STUDENTS TO A VARIETY OF CAREERS AND SOME OF THE EXPERIENCES WHICH THEY MIGHT ENCOUNTER IN THOSE CAREERS THROUGH ROLE-PLAYING TECHNIQUES.

ACTIVITIES: STUDENTS WILL:

1. work with Resource Person in selecting and creating the settings of some occupations.
2. help write the skit scenes.
3. select those roles in which they wish to participate.
4. learn their role.
*5. present the skits to the class.

*see attached sheet for examples of skits

LILLIAN SOCCI
H.E.W. CAREER EDUCATION
JANUARY 1976

Auto Mechanic and Customer

Wrong Way

Customer: Good Morning. I called about my car yesterday and talked with Mr. Jones. He told me to bring in my car this morning.

Mechanic: Yes, well I don't know what Mr. Jones told you. He's not in today and I'm too busy to take your car. You'll have to make another appointment.

Customer: Now see here! I came all this way and I demand to have my car serviced!

Mechanic: You can take your car and drive it off a cliff. I'm not going to work on it!! (walks away)

Customer: I'll be sure to tell my friends what kind of place this is!!

Auto Mechanic and Customer

Right Way

Customer: Good Morning. I called about my car yesterday and talked with Mr. Jones. He told me to bring in my car this morning

Mechanic: Yes, well I don't Know what Mr. Jones told you. He's not in today and I'm too busy to take your car. I'll be glad to make an appointment for you tomorrow.

Customer: Now See here! I come all this way and I demand to have my car serviced!

Mechanic: I can understand how you fee I wish I could help you. Howeu there is nothing I can do for you today.

Customer: I wish you people would get yourselves organized!

Mechanic: I wish we could too. When would you like to bring in your car?

Customer: 9:00 tomorrow will be fine.

Telephone Company Scene

Wrong Way

Customer Service Rep. – Mountain Bell, Randy speaking.

Customer: My phone hasn't been working for 2 days! I'm calling from my neighbor's house. What's wrong with you people? Why hasn't anybody been here? Why don't you fix it?

Customer Service Rep. – Look lady. We're doing our best. I can't come to fix what's wrong. That's not my job.

Customer: All I know is I've called several times and I had to bother my neighbors to use their phone.

Customer Service Rep. – Did you pay your bill?

Customer: Look, I paid my bill. We've been through this before.

Customer Service Rep. – Why don't you try calling another dept.? I can't help you.

Customer: Who do I call?

Customer Service Rep. – Oh, I don't know. Call the Operator in Mountain Bell, She'll connect you.

Customer: You've been no help at all. (hangs up)

Telephone Company Scene

(2)

Right way

Customer Service Rep. – Mountain Bell, Randy Speakin May I help you?

Customer: I hope so. I'm calling from my neighbor's house. I've called several times to report my phone has been out of order for 2 days.

Customer Service Rep. – Yes, is this Mrs. Smith?

Customer: Yes, it is.

Customer Service Rep. – Well, I've reported this to our linemen and they said first chance they get they will be out to check things. We've had some trouble due to the fire at that big office complex you know – so we're a little short handed.

Customer: I appreciate that, but I've been waiting 2 days.

Customer Service Rep. – Tell you what. I call that dept. again myself and see if I can't speed things up a bit for you.

Customer: I would appreciate anything you can do.

Customer Service Rep. – I'll call you right back to inform you when they will be out.

Customer: Thank you.

APPENDIX M

READING AND CAREER EDUCATION

INTERMEDIATE

GOAL: TO INTEGRATE CAREER EDUCATION AND READING.

OBJECTIVE: TO EXPOSE STUDENTS TO A VARIETY OF OCCUPATIONS THROUGH USE OF CAREER RELATED READING DIALOGUES.

ACTIVITIES: TEACHER WILL:

1. write a dialogue incorporating career education and those skills which the student must increase.
2. make a tape of the dialogue.
3. allow time on the tape between talks for students to respond.

ACTIVITIES: STUDENTS WILL:

1. select a part.
2. follow the dialogue along on the written sheet while the tape is being played.
3. respond out loud their part during the break on the tape.
4. practice their part with their partner.
5. dictate to their partner their partner's part (then vice versa)
6. role-play the career in the dialogue.

LILLIAN SOCCI
JANUARY 1976
H.E.W. CAREER EDUCATION

THE RESTAURANT

Host: Good morning, welcome to the Coffee Pot Inn. How are you today? (wait for answer from customer) Table for _____. (seats customers) Our waitress will be right with you.

Customer 1: What a nice restaurant and the food smells so good.

Customer 2: Yes, I think I smell the doughnuts. I am going to get two.

Customer 1: Here comes our waitress.

Waitress: Good morning, here is our menu. Our doughnuts are homemade from a special recipe. Our chef is the only one who knows the ingredients.

Customer 1: I will have two sugar doughnuts and a glass of milk.

Customer 2: I will have two doughnuts also and a cup of coffee.

Waitress: Would you like cream and sugar in your coffee?

Customer 2: yes, please.

Meanwhile in the kitchen.....

Chef: Please be careful and don't get any hot grease on you. When you take the doughnuts out of the grease dip them in the sugar.

Cook 1: How many do we need?

Chef: Our first order is for four. We better make ten sugar and ten cinnamon.

Cook 1: O. K. They sure smell good frying. . . I could eat them all myself.

Chef: You better not.

Waitress: Four sugar doughnuts, one coffee and one milk.

Cook 2: Here you are. Cream and sugar for the coffee?

Waitress: Yes, please.

Waitress: Here is your order. I hope you enjoy it. If you need anything else, please let me know.

APPENDIX N

GOVERNMENT

INTERMEDIATE

GOAL: TO COLLECT INFORMATION ABOUT JOBS PERTAINING TO CITY GOVERNMENT MANAGEMENT

OBJECTIVE: TO INTERVIEW PERSONNEL WITH THE USE OF A TAPE RECORDER AND TO GATHER DATA PERTAINING TO A PARTICULAR CITY JOB.

ACTIVITIES: STUDENTS WILL:

1. prepare at least three questions to ask at the interview.
2. take pictures of the person being interviewed.
3. tape record the entire interview.

RESOURCES:

1. tape recorder
2. cassette tapes
3. camera and film

SUGGESTED SPEAKERS:

MARGO GARCIA, CITY COUNCILWOMAN
MAYOR MURPHY, MAYOR
JOE VALDEZ, CITY MANGER
CRESS LANDER, HUMAN DEVELOPMENT DIRECTOR
RUBEN ROMERO, COUNCILMAN
MS. CARR, COMMUNITY RELATIONS

FILM: CITY AND CITY MANAGEMENT, PIMA CO. CAREER GUIDANCE PROJECT

LILLIAN SOCCI
JANUARY 1976
H.E.W. CAREER EDUCATION

LANGUAGE ARTS
MUSIC INTERMEDIATE GRADES

GOAL: TO COLLECT INFORMATION ABOUT SINGING CAREERS,

OBJECTIVE:: TO INVOLVE THE STUDENTS IN A WRITING LESSON FOR THE PURPOSE OF COLLECTING INFORMATION ABOUT SINGING CAREERS.

ACTIVITIES: STUDENTS WILL:

1. write a letter to the American Guild of Musical Artists and the United Association of Schools of Music.
2. thing of different types of singers and write what kind of music he/she sings.
3. design a jacket cover of their favorite singing group.
4. rotate centers. See attached sheets for instructions.

RESOURCES:
Guendolyn Jones, Opera Singer
MUSICAL ARTISTS GUILD
UNITED ASSOCIATION OF SCHOOLS OF MUSIC

LILLIAN SOCCI
JANUARY 1976
H.E.W. CARRER EDUCATION

Group IV

Pretent you have just completed your studies to become a professional singer. How will you go about getting a job? Once you have your singing job would you still continue to take voice lessons - why or why not?

Name: _____

Date: _____

Group III (Brainstorming)

Think of as many singers as you can. They can be soloists or group singers. Then next to the person's name or group's name, write down if the music they sing is popular, classical, country, folk, rock, church.

Design a jacket cover for an album of your favorite singing group. This can be done either on the back of this paper or on construction paper.

Name _____

Date _____

Divide class into four groups. Each group will rotate thus allowing everyone the opportunity to do each of the four activities.

Group I

Write a letter to the following places and ask them to tell you about the singer's career.

American Guild of Musical Artists

1841 Broadway

New York, New York 10023

and:

United Association of Schools of Music

One Dupont Circle, N.W.

Washington, D.C. 20036

Some things you might want to ask:

1. How does a person get into a singing career? What are the preparations?
2. How does a singer get into a show?
3. Do they have agents?
4. Do singers play musical instruments and is it necessary to know how to play one?
5. Is learning to dance and act important for a singing career?

Group II

An opera singer and star, Gwendolyn Jones came to give a talk to you. I was not present to see nor hear her sing. Would you please fill in the following blanks.

Name: _____ Date: _____

Teacher's Name: _____

1. When Gwendolyn Jones came to our class I _____

_____.

2. She talked about her singing career and I discovered _____

_____.

3. I would like to know more about _____

_____.

You may write or draw in this space about Gwendolyn Jones or about a singing career.

APPENDIX P

ENVIRONMENTAL CAREERS, INTERMEDIATE

GOAL: TO MAKE STUDENTS AWARE OF THE TYPES OF JOBS ASSOCIATED IN THE ENVIRONMENTAL CONTROLS AREA.

OBJECTIVE:

1) TO LEARN ABOUT THE TYPES OF JOBS THAT ARE IMPORTANT IN HELPING TO ESTABLISH A POLLUTION FREE SOCIETY.

2) TO LEARN ABOUT THE DIFFERENT CAUSES OF POLLUTION AND WHERE AND WHY IT HAPPENS.

3) THINK ABOUT SOLLUTIONS TO SOLVE THIS PROBLEM.

ACTIVITIES: STUDENTS WILL:

1) discuss the problems of pollution (causes and preventions).

2) list some of the careers that are associated with helping to prevent pollution.

3) select and research one of the careers.

4) invite a Guest Speaker in the field of Environmental Control to talk about his job.

LILLIAN SOCCI
JANUARY 1976
H.E.W. CAREER EDUCATION

INVESTIGATING DISTRICT WIDE CAREERS

GOAL: TO BECOME AWARE OF AND UNDERSTAND THE VARIETY OF OCCUPATIONS WITHIN THE SCHOOL DISTRICT.

OBJECTIVE: TO LEARN ABOUT CAREERS WITHIN THE SCHOOL DISTRICT WITH A FOCUS ON THE ADMINISTRATIVE AND SUPPORTIVE OCCUPATION.

ACTIVITIES: STUDENTS WILL:

1. select area they wish to visit. See attached sheet.

2. prepare a list of appropriate interview questions.

3. decide among themselves who will:
   a. participate in photographing
   b. sketch the interview scene.
   c. take notes
   d. work tape recorder

4. visit and interview school personnel.

LILLIAN SOCCI
JANUARY 1976
H.E.W CAREER EDUCATION

4th, 5th, 6th Grade Field Trip
Wed., Oct. 22

CONTACTS	TIME	TITLE	ADDRESS
Mr. Lopez	9:45	Asst. Personnel Director	Ed. Marrow Bldg. 1010 E. 10th St.
Mrs. Schmid	9:45	Coord. of Secretaries	(same as above)
Dr. Meredith	9:45	Adaptive Education	(same as above)
Dr. Barr	10:00	Coord. of Health & Nutrition	Roskruge School, 501 E. 6th St.
Mrs. Hillyard		Title I Project Coord.	Roskruge School
Mr. Carpenter	10:00	Area A Coord., Student Services	Roskruge School
Mr. Coglan	10:15	Coord. of Maintenance	530 S. Norris (Maintenance Dp.
Mrs. Smith	10:00	Coord. of Librarians	Ed. Matls.Center - Winsett St.
Mrs. Davidson	10:30	Coord. of Food Services	2150 E. 15th Street Food Services

THINGS THAT NEED TO BE DONE BY TEACHERS

1. Select children - who goes to which place. Children and teachers may want to work together on this since they will be directly involved in which careers are of highest interest to them.

2. Children select with teachers approval who will participate in sketching, interviewing, taking pictures, note taking, work tape recorder, etc.

3. Get adaquate number of parents to go along on trip.

4. Get from the children suggested questions they would ask on an interview. I will give you the Guide For Interviewing and Investigating A Career questions which can supplement their questions.

5. The adults that go along on the trip are to maintain order only.

TITLE OF UNIT: WELCOME TO THE LAND OF READING THIRD GRADE

GOAL: Further children's interest in reading and collect information concerning various careers relating to travel.

OBJECTIVE:
1) Involve children in writing up (advertising) an "enchanted" or "real" place they'd like to have their friends visit.
2) Make children aware of the various jobs relating to the World of Travel.

ACTIVITIES: Children will:

1) Choose a favorite book they recently read and enjoyed.
2) Think about the location or setting where the story took place. (It may be a fictional place).
3) Look through the various travel folders and brochures until they are acquainted with the methods and techniques used to creat a desire to visit the places which they advertise.
4) Listen to the "Land of Reading" tape.
5) Create a travel folder inviting the reader to visit the location where his chosen story took place.
6) Use various materials - construction paper, felt pens, cut-out pictures, original drawings, maps, etc. to complete their travel folders.
7) Share their brochures with other "travelers" in the Land of Reading.

RESOURCES: Travel folders, brochures, books, films (any number dealing with places or events.)

EVALUATION: Anecdotal information written by the children.

LILLIAN SOCCI
JANUARY 1976
H.E.W. CAREER EDUCATION

APPENDIX S

CAREER LIBRARY DAY

ELEMENTARY

GOAL: TO BECOME AWARE OF CAREERS IN THE FINE ARTS CLUSTER.

OBJECTIVE: TO EXPOSE STUDENTS TO FIRST HAND INFORMATION ABOUT THESE CAREERS THROUGH GUEST SPEAKERS.

ACTIVITIES: RESOURCE PERSON WILL: (SEE ATTACHED SHEETS)

1. make a list of available activities for Career Library Day.
2. enable each of the schools to select those events which are most appropriate to the school.
3. make the necessary contacts for Career Library Day.
4. set up schedule of events that are to take palce at the school listing specific times for classes to meet with Guest Speakers.

STUDENTS WILL:

1. meet with Guest Speaker
2. participate in question and answer discussion after Guest Speakers pre sentation.
3. view movie "Libraries are Kids Stuff"

LILLIAN SOCCI
JANUARY 1976
H.E.W. CAREER EDUCATION

CAREER LIBRARY DAY

Dear Teachers,

Briefly outlined are some events/activities that you can arrange to bring into your library for one entire day. All activities listed are only for students accompanied by their teacher.

As a staff, the following events are available for your selection. It is hoped that the school will seek to select those events which are most meaningful for your particular school.

I would appreciate any constructive comments to help make Career Library Day at your school more meaningful.

If Career Models is selected as the event you wish to have in your school, then by necessity of scheduling, I must know immediately what speaker areas and dates requested. The second week in May is the only week in which career model speakers are available.

Your continued enthusiasm and Cooperation is necessary to acquire this activity and as always is greatly appreciated.

Lillian Socci

Lillian Socci
Career Education Consultant

Suggestions or Comments:

_____

_____

_____

_____

_____

CAREER LIBRARY DAY

ACTIVITIES

1. Ethnic Career Models - Guest speakers in the Fine Arts cluster. Librarians & Students of Library Science from the University of Arizona.

2. Audio Visual Resources Day - The library section of the Fine Arts cluster featured in the library media center will be:

   _____ Filmstrip - The Library, What's In It For You. Basic introduction to library skills.

   _____ Filmstrip (Intermediate children) - Exploring The Unexplained. Opening the door to adventure via the library.

   _____ Movie - Libraries Are Kids Stuff. Lesson children explain their library, Meyer School.

   15 min. Video Tape - Author-Illustrator Gerald McDermit talks about his career, Meyer School.

   Possible Additions.

3. Your Library - Local Resources
   For general Career Education Awareness, available for teachers with their students in your own school library. Introduction and Demonstration of Local and Educational Materials Center Materials.

4. Young Authors - Your own students tell about the materials they created for Young Authors Day.

5. Fine Arts Cluster Career Models - Available to you will be guest speakers working in the Fine Arts Cluster. You may select writers, authors, publishers, illustrators, reporters, advertising personnel, script writers, etc.

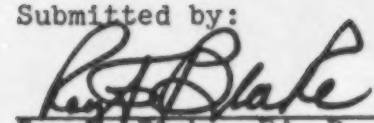
EXTERNAL EVALUATION

FINAL PROJECT PERFORMANCE REPORT

Tucson Career Education Project
Tucson, Arizona School District No. 1

First Funding Year
June, 1976

Submitted by:



Roy R. Blake, Ed. D.
Project External Auditor
July, 1976

EXTERNAL EVALUATION
FINAL PROJECT PERFORMANCE REPORT

Introduction

This external evaluation is based on the following forms of data: 1) Final Project Performance Report, 2) discussions with the Project Coordinator, Mr. John T. Michel and the Project Internal Evaluator, Jean Hammerstein, 3) attendance at working sessions of the project staff during the second semester 1975-76 school year, and 4) the pertinent materials contained in the February 18, 1976 "Career Education for Minority Students" proposal submitted by Tucson School District No. 1.

Purpose

The purpose of this external evaluation is to determine if the evaluation purposes, format and specific data contained in the Final Project Performance Report reflect fairly the scope of the activities undertaken by the Tucson Career Education Project (TCEP) during the period January 28 (date of first external audit) through July 1, 1976 (date of completion of Project's first funding year). A further purpose is to analyze the evaluation design and findings to determine if these components constitute an appropriate evaluation of the project during the time period for this evaluation.

Format

In order to evaluate an evaluation a format within which the external evaluation is to be conducted is needed. That is, certain criteria must be generated which serve as standards to determine the efficacy of the internal evaluation process. In this case the following questions will serve as the criteria:

1. Have the project's restated (operational) goals been used as the basis for categorizing, classifying and sorting the activities undertaken to accomplish the project's purpose?

2. Does the evaluation design contain alternative forms and types of evaluation levels i.e.* measurement, evaluation and valuation?

*Taken from Saunders, Blake, & Decker, Evaluation Designs, Assessments and Measures: Instructions, Forms and Strategies, Farmington Press, Tucson, Az. 1976

3. Are the specific procedures and instruments used in the evaluation process and the data collected by and through them appropriate for evaluating each component of the Project? (i.e. the goals, objectives, activities and conditions.)

The Findings

As reported in the midyear external evaluation the procedures and instruments which constituted the design for the internal evaluation in the original proposal were lacking a context which would give meaning to the types of data, which were to be gathered. Subsequently, the Project evaluator revised the evaluation design based on a restatement of the Project's goals and objectives.

Thus for the Final Project Performance Report the evaluation design outlined in the Semi-Annual Project Performance Report (January, 1976) was again utilized. In response, therefore, to external evaluation Criterion No. 1, Have the Projects goals' been used to frame the evaluation? The findings are as follows:

> The outcomes of the project have been "... organized according to the goals and objectives by which the project has operated"* this statement was verified by analysis of the evaluation section of the report. Each of the Project's three goals and the objectives derived from those goals were stated and the measurements, evaluations and valuations of the major activities generated by the objectives were presented in reference to them. Special activities which were developed during the course of the Project appropriately are presented in a separate section of the evaluation.

Criterion No. 2, Does the evaluation design contain alternative forms and types of evaluation levels? The findings are as follows:

- The evaluation report consists of three levels of evaluation. Objective 1.1 was evaluated by measurement, that is, a formal assessment was made by using a commercially developed instrument to provide a "what do we know?" type of data. These data were fairly and appropriately analyzed using percentages as a statistical device and the findings were presented in tabular form.

- Objective 1.1 was also evaluated by a second level procedure, evaluation. That is, attention was given to competing types of instruments which could have been used to determine the degree to which the activities contributed to the successful completion of the objective.

*"Final Project Performance Report," page 4.

By thus utilizing criteria to determine how one might measure "what we know" the: "Measurement of data becomes subordinate to the meaning of the data in terms of some subject-matter discipline (career education) and to the additive variables peculiar to that subject matter terminology and content for study. Evaluation which responds to this epistomological question of "how we know," can properly be called evaluation."*

. Objectives 2.4 and 3.1 were evaluated informally (i.e. not by deliberately established criteria and accompaning rigorous structure) by valuation. This type of evaluation which addresses itself to the question of "how do we know we know?" was used in a sense that: "Purpose, when clearly stated becomes an agent of its own attainment."** The Project report states that in each of the objectives listed above valuation was informally used to evaluate the success accomplished in initiating "...training of minority youth for careers of their own choice"*** and in evaluating the efficacy of utilizing an Advisory Board to "develop long term cooperation and communication between the school and community employers in agencies."***

In summary of this criterion the findings are that three levels of evaluation were used to determine the degree to which the Project accomplished its objectives -- the criterion was met.

Criterion No. 3, Are the specific procedures and instruments used in the evaluation process and the data collected through them appropriate for evaluating each component of the project? The findings are as follows:

The procedures followed and instruments used to collect and analyze the data collected consist of generally accepted measurement techniques. A variety of procedures was followed including: keeping of logs, surveys, anecdotal reports, interviews and retrieval of specific examples of materials developed and used. Additionally pre/post measures of achievements and outcomes based on interviewing treatments were utilized. Data were analyzed statistically by percentages.

In summary of this criterion a variety of specific activities constituted the procedures used to collect data for the evaluation. Additionally instruments for collecting data were chosen with

*Saunders and Blake, "Evaluation: A Theoretical Analysis, "Proceedings For Western of Philosophy Education Society," San Jose, California, December, 1975.
**Ibid, page 4
***Final Project Performance Report, page 10
****Ibid, page 10

deliberateness according to purpose thus constituting a valuation level of evaluation -- the criterion was met.

Summary

The purpose of this external evaluation was to evaluate the evaluation. An external evaluation design containing three criteria were established to conduct this assessment. The data contained in the Final Project Report met all three criteria and the Report is thus judged successful by a measurement level of an external evaluation of the internal evaluation. Additionally in discussing the preparation of the Final Project Report with the Project evaluator it was learned that the choice of evaluation categories was deliberately made based on the type of categories selected used to perform the evaluation. This information constitutes an informal valuation level of evaluation which adds to the validity of the findings.

Appreciation is expressed to Mr. John Michel, Project Coordinator, for his cooperation in gathering data necessary to complete the audit and to the internal evaluator, Jean Hammerstein for organizing the evaluation in a comprehensive and logical manner which greatly facilitated the external audit function.